Course: UNIV 500
Term: Fall 2014
Room: Duncan Hall 1042
Class: Friday, 1:00-4:00

PRINCIPLES OF EFFECTIVE COLLEGE TEACHING

CONTACT INFORMATION

Instructors: Elizabeth (Betsy) Barre, Joshua Eyler, and Robin Paige
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Office Hours: By Appointment

COURSE DESCRIPTION

This course provides an overview of essential, research-based methods used by college instructors to enhance the quality of student learning. Topics will include course and syllabus design, student engagement, classroom management, and more. This course will culminate with the development of a syllabus and a statement of teaching philosophy.

LEARNING OUTCOMES

Insofar as this course contributes to the larger program outcomes of the CTE's proposed Graduate Certificate in Teaching and Learning, it is designed to help students to:

1. Develop an understanding of and explain best practices in teaching and learning
2. Communicate individual pedagogical values and approaches to teaching and learning
3. Identify and evaluate pedagogical methods that apply to students' disciplines and teaching interests
4. Situate the role of teaching in higher education and the job market

More specifically, this course will prepare students to:

1. Implement teaching strategies in relation to specific learning goals
2. Assess whether students have achieved learning goals
3. Use various pedagogical approaches to engage diverse learners
4. Formulate a syllabus that explicitly communicates their teaching practice
5. Articulate their teaching philosophy and explain how it informs their teaching practice

REQUIRED TEXTS AND MATERIALS

The following text has been ordered and should be available at the Rice University Bookstore. You are welcome to purchase it elsewhere, but we will be using it during the second week of classes.

> Lang, James M. *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*. Harvard University Press, 2010. ISBN 9780674047419

Readings from additional texts will be available on the course Owl-Space page. Students must have a valid NetID to log into Owl-Space, and are required to do so daily to participate in this course.

Assignments and Activities

Course Design: Over the course of the semester, you will be asked to complete a series of small assignments that contribute to the overall goal of producing a complete syllabus by the end of the term. These include writing a course description, selecting learning outcomes, writing exams and/or essay assignments, choosing texts, designing an in-class activity, drafting a schedule for the course, and deciding upon policies.

Teaching Philosophy: You will also be asked to complete an initial draft of a teaching philosophy by the end of the semester. Although the entire course will prepare you to write this document, the Teaching Goals Inventory we ask you to complete during the second week of classes will be particularly helpful.

Grading and Evaluation

We envision these seminars to be more like workshops than formal coursework, so our goal for assessment is formative instead of summative. That said, we have set high standards for the course and want it to be of significant intellectual value for participants. As a way of striking a balance, we have implemented a grading system that allows students and teachers to negotiate how grades will be assigned. Under this system, students and teachers agree, in advance, about the work required to receive a particular grade; once that agreement is in place, students have obligations to meet those requirements to receive their desired grade and teachers have an obligation to assign that grade if the students have completed the work to a satisfactory level. To reinforce the idea that this agreement creates unique responsibilities for each actor, we ask you to fill out and return the attached grading form by the second week of classes. Although these agreements are binding, they can always be renegotiated.

Course Policies

Use of Electronics: Although we have no formal policy banning the use of electronics in class, it is worth noting that recent research has found that taking hand-written notes improves learning more than taking typed notes on a laptop or other electronic device. If a particular in-class activity requires the use of a specific electronic device, we will let you know in advance so that you can bring that device to class.

Disability Support Services: If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Support Services (Allen Center, Room 111 /adarice@rice.edu / x5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Special Circumstances: If you have any temporary or long-term needs (academic, physical, personal) please contact us during our office hours or after class. Do not wait until the last minute to inform us of a problem, as it will be more difficult to come up with a solution. We are supportive and understanding of most situations and in the interest of protecting your privacy, we don't always need details to find a way to work it out.

Academic Honesty: In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. If you are questioning whether you have documented or cited your sources properly, it is your responsibility to see us about these issues prior to submitting an assignment. We are here to help you resolve these issues before they could negatively affect your academic career.

Syllabus Change: This syllabus is only a guide for the course and is subject to change with advanced notice.

Additional Resources

Periodicals/Blogs on Higher Education: As you prepare for a future career in higher education, we encourage you to begin reading and/or following a number of popular higher education periodicals and blogs. This list is by no means comprehensive, but you should begin here:

- The Chronicle of Higher Education (its primary content, as well as its numerous blogs)
- Inside Higher Ed
- Faculty Focus
- The Teaching Professor
- Times Higher Education (UK)
- Pedagogy Unbound
- The Atlantic (Education Section)
- Slate (Education Section)
- The New York Times (Education Section)
- The Guardian (Education Section)

Twitter: The social media site Twitter has been gaining tremendous currency in the academic world as an instrument for sharing information, commenting on issues related to higher education, addressing issues in one's particular field, etc. As a result, we encourage you to experiment with Twitter this semester, if you have not done so already; it can be a great resource for your coursework, as well as professional networking. You can follow most (if not all) of the periodicals and blogs listed above, as well as the CTE (@RiceCTE) and your three instructors (@joshua_r_eyler, @elizabethabarre, and @Robin_Paige_1). If you want to follow more people who are tweeting about teaching and learning in higher education, you can begin by following many of the accounts @RiceCTE is following.

Facebook: Facebook can also provide a space to share ideas about teaching with a community of scholars across the globe (whether you prefer Twitter or Facebook depends upon your networks and personal style). If you use Facebook on a regular basis, we encourage you to follow the pages of all the periodicals and blogs above. And if the class is interested, we can also create a class Facebook group to continue our conversations about teaching outside of class.

Course Schedule

8/29	**9/5**	**9/12**
The Nature and Purpose of Higher Education in the United States	Understanding Students and How They Learn	Course Design, Part I: Backward Design, Universal Design, and the Nature of Learning Outcomes
9/19	**9/26**	**10/3**
Course Design, Part II: Planning Assessment of Learning Outcomes	NO CLASS	Course Design, Part III: Selecting Content and Choosing Texts

10/10	10/17	10/24
Course Design, Part IV: Planning for Learning (Lectures, Discussions, Writing, or Problem Solving Activities)	Course Design, Part V: Planning for Learning (Group Work, Presentations, Field Work, etc.)	Course Design, Part VI: Planning the Schedule to Appropriately Sequence Learning and Assessment
10/31	**11/7**	**11/14**
Interacting with Students in the Classroom	NO CLASS	Interacting with Students Outside the Classroom
11/21	**11/28**	**12/5**
Teaching Identities, Personal Identities, and the Intersection Between the Two	NO CLASS	Constructing a Personal Teaching Philosophy

ASSIGNMENT SCHEDULE

8/29 **Required Reading:**

- Bok, Derek. "We Must Prepare Ph.D. Students for the Complicated Art of Teaching," *Chronicle of Higher Education* (2013)

Recommended Reading:

- Lemann, Nicholas. "The Soul of the Research University" *Chronicle of Higher Education* (2014)
- Roth, Michael S. "How Four Years Can (and Should) Transform You" *New York Times* (2013)
- Romeo, Nick. "Interview with Michael Roth about Beyond the University: Why Liberal Education Matters" *The Atlantic* (2014)
- Alan Hughes, "Tenure at Small Colleges," *Inside HigherEd* (2014)
- Become familiar with all the data available on the Carnegie Foundation for the Advancement of Teaching's website. Note, particularly, the extensive classification system and search capabilities.
- Arum, Richard and Josipa Roksa. "Are Undergraduates Actually Learning Anything?" *Chronicle of Higher Education* (2011)
- Carey, Kevin "Americans Think We Have the World's Best Colleges. We Don't." *New York Times* (June 28, 2014)
- Shirky, Clay "Your Massively Open Offline College is Broken." *The Awl* (2013)
- Cassuto, Leonard "Changing the Ph.D.: a Tilt Toward Teaching" *Chronicle of Higher Education* (2014)

9/5 **Required Reading:**

- Bain, Ken "What Do They Know about How We Learn?," in *What the Best College Teachers Do*
- On Course, "Students as Learners," 153-177.
- Bransford et al. "Learning: From Speculation to Science," in *How People Learn: Brain, Mind, Experience, and School*: Expanded Edition, 3-27.

Written Assignment:

Over the next 10 weeks you will be working to construct a complete syllabus from the ground up. Although you are free to design any course you'd like, we recommend discussing your choice with your advisor, keeping in mind the sorts of courses an average search committee (for an average position) will expect you to teach. This week, your task is to select that course and collect course descriptions from around the web that are similar to the description you will eventually write. If you can find no ready-made course descriptions for anything remotely similar to your proposed course, go ahead and write the first draft of your course description this week.

Recommended Reading:

- Doyle, & Zakrajsek, Todd. "Introduction" and "A New Look at Learning," in *New Science of Learning: How to Learn in Harmony with Your Brain*, 1-14.
- Zull, James. *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*
- Noe, Alva. "The Smarter You Are, the Stupider You Are," NPR

9/12 **Required Reading:**

- On Course, "The Syllabus," 1-20.
- Wiggins, Grant and Jay McTighe. "Backward Design" in *Understanding By Design* (2005), 13-23.
- Burgstahler, Sheryl. "Universal Design in Education: Principles and Applications."
- Burgstahler, Sheryl. "Equal Access: Universal Design of Instruction."
- Wiggins, Grant and Jay McTighe. "Gaining Clarity on Our Goals" in *Understanding By Design* (2005), 56-73.
- To help you write your learning goals, it may be useful to familiarize yourself with Bloom's Taxonomy.

Written Assignment:

After reading about backward design and learning outcomes, we'd like you to try your hand at writing learning outcomes for the course you've selected. You should bring two hard copies of your draft to class and submit an electronic copy via Owl-Space by 12 noon on Friday.

Recommended Reading:

- Bain, Ken. "How Do They Prepare To Teach?" in *What the Best College Teachers Do*
- Huston, Therese. "Why It IS Better Than You Think" in *Teaching What You Don't Know*

9/19 **Required Reading:**

- Angelo, Thomas A. and K. Patricia Cross. "What is Classroom Assessment?" in *Classroom Assessment Techniques: A Handbook for College Teachers*, 3-11.

- *On Course,* “Assignments and Grading,” 127-152.
- Walvoord, Barbara E. and Virginia Johnson Anderson. "Clarifying Goals, Constructing Assignments" in *Effective Grading: A Tool for Learning and Assessment in College*, 7-23.
- Dee Fink, Table for Integrating Learning Goals, Assessments, and Learning Activities (we'll fill out the last column in later weeks) in *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (2013).
- Walvoord, Barbara E. and Virginia Johnson Anderson. "Calculating Course Grades," in *Effective Grading: A Tool for Learning and Assessment in College*, 113-124.

Written Assignment:

After reading about assessment design, we'd like you to construct an assignment that assesses the degree to which your students have achieved one (or many) of the learning outcomes you proposed last week. You can create any type of assessment suggested in the reading (homework; problem set; quiz; exam; writing assignment, etc.), but think seriously about the types of assessments you will be most likely to use in a future course. You should bring two hard copies of your assignment draft to class and submit an electronic copy via Owl-Space by 12 noon on Friday. We will be constructing grading standards in class, as well, so be thinking about how you would grade your assignment as you create it.

Recommended Reading:

- Bowen, Jose. “Technology for Assessment” *Teaching Naked* (2012)
- Savinainen, Antti and Philip Scott. "Using the Force Concept Inventory to monitor student learning and to plan teaching" *Physics Education* 37.1 (2001).

10/3 **Required Reading:**

- Planning a Course: Choosing and Using Instructional Materials CIRTL (Center for the Integration of Research, Teaching, and Learning) Network
- Svinicki, Marilla D. and McKeachie, Wilbert J. "Choosing a Textbook or Other Reading Materials" 12-13.
- Svinicki, Marilla D. and McKeachie, Wilbert J. "Reading as Active Learning" 29-37.
- On Course, “In the Classroom: Lectures,” 63-84.
- AAUP on Academic Freedom

Written Assignment:

Now that you've constructed learning goals and designed some assessment mechanisms, it's time to move on to thinking about how you will actually teach the skills you will be assessing. One obvious place to begin is by thinking about the way you will deliver, or provide "first exposure" to, the material you want to teach. One obvious way to do this is through the texts you assign, but another traditional mode of delivery is the lecture. This week you read about planning and designing both types of delivery mechanisms. Your assignment for this week is to think about which texts you would use to introduce students to what you want them to learn. You should bring two hard copies of your text selections to class and submit an electronic copy via Owl-Space by 12 noon on Friday.

Recommended Reading:

- www.tubechop.com (tool for shortening youtube videos to the relevant sections, prior to your presentation)
- Bowen, Jose. “Technology for Content Delivery” in *Teaching Naked* (2012)
- Bowen, Jose. “The Naked Classroom” in *Teaching Naked* (2012)

10/10 **Required Reading:**

- Orlando, John. "To Improve Student Performance, Start Thinking Like a Coach" *Faculty Focus* (2014)
- Dee Fink, Chart: Activities that Promote Active Learning in *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (2013), 120.
- Eric Mazur, "Peer Instruction for Active Learning" YouTube video.
- Bruff, Derek. "Engaging Students with Clickers" in *Teaching with Classroom Response Systems* (2009)
- On Course, "In the Classroom: Discussions," 85-103
- Bean, John C. "Informal, Exploratory Writing Activities" in *Engaging Ideas: The Professor's guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (2011), 120-145.

Recommended Reading:

- A truly remarkable collection of resources on clickers on Derek Bruff's website, Agile Learning.

10/17 **Mid-Semester Course Feedback:**

- Before preparing for this week's class session, please complete an anonymous mid-semester course evaluation here.

Required Reading:

- Dee Fink, Table for Integrating Learning Goals, Assessments, and Learning Activities (this week, you should try complete your chart) in *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (2013), 139.
- On Course, "In the Classroom: Teaching with Small Groups," 104-126.
- Additional readings on case studies, field work, group projects, etc. TBA.

Written Assignment:

Your assignment for this week is to construct one in-class activity based upon the material you've read over the last two weeks. This can be a session of active lecturing (with questions pre-prepared), a series of discussion questions, in-class writing assignments, group work, field work, any of the other ideas we've discussed, or any new ideas you might have. You should bring two hard copies of your text selections to class and submit an electronic copy via Owl-Space by 12 noon on Friday.

10/24 **Required Reading:**

- Walvoord, Barbara E. and Virginia Johnson Anderson. "Managing Time for Teaching, Learning, and Responding," in *Effective Grading: A Tool for Learning and Assessment in College*.
- Fink, Dee. "Step Seven: Selecting a Teaching Strategy" and "Step Eight: Integrate the Course Structure and the Instructional Strategy to Create an Overall Scheme of Learning Activities"in *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (2013), 144-146 and 152-155.
- "The Flipped Classroom Model," Harvard Graduate School of Education Video.
- De Vise, Daniel, "Is College Too Easy? As Study Time Falls, Debate Rises" *Washington Post* (2012)
- Keith O'Brien, "What Happened to Studying?" *The Boston Globe* (2010)
- On Course, "Last Day of Class," 283-292.

Written Assignment:

Your assignment for this week is to get out your calendar and think about the schedule for your proposed course. When will you schedule the first exposure to material, learning activities, and assessments? Remember that the semester is no more than 14 weeks and that you should allow time for introducing and concluding the course on the first and last days of class. You should bring two hard copies of your schedule to class and submit an electronic copy via Owl-Space by 12 noon on Friday.

Recommended Reading:

- On Course, "First Day of Class," 21-42.
- On Course, "Re-Energizing the Classroom," 232-250.

10/31 **Required Reading:**

- Empathy in the Classroom:
  - On Course, "Students as People," 178-195.
  - Fine, Zachary. "My So-Called Opinions," *New York Times* (2014)
- Course Policies:
  - On Course, "Academic Honesty," 196-213.
  - On Course, "Common Problems," 251-264.
  - Aycock, Anthony. "Be Hard to Get Along With" *Chronicle of Higher Education* (2013)
  - Jenkins, Rob. "Seriously, You Don't Have to Be a Jerk" *Chronicle of Higher Education* (2013)
  - Evans, Dave. "Do You Really Want to Be the Rules Sergeant?" *Chronicle of Higher Education* (2013)
- Personal(ized) Pedagogy for Diverse Learners:
  - Steele, Claude. "A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance." (1997) *American Psychologist*
  - Moore, Will. "Feminist Fail, Test Question Style" (Personal Blog)
  - Rampell, Catherine. "Women Should Embrace the B's in College to Make More Later" *The Washington Post* (2014)

Recommended Reading:

- Understanding Students as Persons:
  - Huston, T. "Teaching Students You Don't Understand" in *Teaching What You Don't Know*
  - Nevid, Jeff. "Teaching the Millenials" *Association for Psychological Science*
- Creating Safe Spaces for Diverse Persons:
  - Monahan, Nicki. "Keeping Introverts in Mind in Your Active Learning Classroom" Teaching Professor Blog (2013)
  - Sue, Derald Wing, Annie I. Lin, Gina C. Torino, Christina M. Capodilupo, and David P. Rivera. "Racial Microaggressions and Difficult Dialogues on Race in the Classroom." *Cultural Diversity and Ethnic Minority Psychology* 15, no. 2 (2009): 183–90.
  - "Strategies to Reduce Stereotype Threat"
  - "Creating Safe Spaces for Communication"
  - Good, C., Aronson, J., & Harder, J.A. (2008). "Problems in the pipeline: Stereotype threat and

women's achievement in high-level math courses." *Journal of Applied Developmental Psychology*, 19, 17–28.
    - Cheryan, S., Plaut, V.C., Davies, P.G., & Steele, C.M. (2009). "Ambient belonging: How stereotypical cues impact gender participation in computer science." *Journal of Personality and Social Psychology*, 97, 1045–1060.
    - "Google, Tell Me. Is My Son a Genius?" *New York Times* (2014)
    - Berrett, Dan. "Thorny Exchanges on Campus Can Hold Educational Value" *Chronicle of Higher Education*

- Dealing with Tricky Classroom Situations:

    - "Smartphones in the Classroom? Let the Students Decide" *Chronicle Vitae*
    - Perez-Hernandez, Dayna. "Taking Notes by Hand Benefits Recall, Researchers Find" *Chronicle of Higher Education* (2014)
    - pgs 13-15 of "Establishing Class Norms" in *Ground Rules*
    - "Managing Hot Moments in the Classroom"
    - Orlin, Ben. "How I Became an Unfair Teacher" *The Atlantic* (2014)
    - Benton, Thomas H. "Of Deadlines and Dead Grandmothers" *Chronicle of Higher Education* (2011)

11/14 **Required Reading:**

- YouTube Tutorial on using Assignment Slots to schedule Office Hours
- Walsh, Margaret. "How to Make the Most of Your Office Hours" *Faculty Focus*
- Rebecca Schuman. "Deskside Manner" *Slate* (2014)
- Johnson, Maria Poggi. "Caring for the Whole Student, Wholeheartedly" *Chronicle of Higher Education* (2010)
- Blow, Charles M. "In College, Nurturing Matters" *New York Times* (May 7, 2014)
- Ray, Julie and Stephanie Kafka. "Life in College Matters for Life After College" *Gallup* (May 6, 2014)

Recommended Reading:

- Paul Tough. "Who Gets to Graduate?" *New York Times Magazine* (2014)
- Catherine Rampell. "Only Half of First-Time College Students Graduate in 6 Years" *New York Times* (2013)
- Peg Tyre. "Improving Economic Diversity at the Better Colleges" *New York Times*
- Scott Jaschik. "Is 'Undermatching' Overrated?" *Inside Higher Ed* (2014)
- Frank, Rebecca Morgan. "A Room of our Own," *Chronicle of Higher Education* (2013)

11/21 **Required Reading:**

- On Course: "Teachers as People," 293-299.
- Lang, James. "'Yay, Math!'" The *Chronicle of Higher Education* (2013)
- Keenan, Elizabeth. "The Problem with Being 'Just a Teacher'" *Chronicle Vitae* (2014)
- Scudera, Domenick. "Teaching While Gay" in the *Chronicle of Higher Education*

Recommended Reading:

- The Personal Nature of Teaching Evaluations:

    - On Course: "Student Ratings and Evaluations," 265-282.
    - Orlin, Ben. "I Lie About My Teaching" *The Atlantic* (July 29, 2014)

- Intersections of Personal and Teaching Identities:

    - Friend, Chris. "Finding My Voice as a Minority Teacher" *Hybrid Pedagogy* (2014)
    - Kardia, Diana B. and Mary C. Wright. "Instructor Identity: The Impact of Gender and Race on Faculty Experiences with Teaching." CRLT Occasional Paper, University of Michigan No. 19
    - Patterson, Laura Sloan. "Fashion, Out of the Closet" *Chronicle of Higher Education* (2011)
    - Patton, Stacey. "I'm the Biggest Man on Campus" *Chronicle Vitae* (2014)

12/5 **Required Reading:**

- Montell, Gabriela "What's Your Philosophy on Teaching, and Does it Matter" *Chronicle of Higher Education* (2003)
- Montell, Gabriela "How to Write a Statement of Teaching Philosophy" *Chronicle of Higher Education* (2003)
- Lang, James M. "4 Steps to a Memorable Teaching Philosophy" *Chronicle of Higher Education* (2010)
- Weimer, Maryellen. "What's your Learning Philosophy" *Faculty Focus: Teaching Professor Blog* (2014)

Written Assignment:

After completing this week's reading assignments, you should write an initial draft of your own teaching philosophy, no longer than two single-spaced pages. You should bring two hard copies to class and submit an electronic copy via Owl-Space by 12 noon on Friday the 5th. We will work on your drafts in class and your final draft should be submitted to Owl-Space by 5PM on Friday, December 12th.

Course: UNIV 500
Term: Fall 2014
Room: Duncan Hall 1042
Class: Friday, 1:00-4:00

COURSE PARTICIPATION AND GRADING AGREEMENT

A

STUDENT PLEDGES TO	**STUDENT SIGNATURE**
○ Miss no more than one class session, without approval. ○ Frequently and actively participate. ○ Complete all the reading. ○ Complete all assignments on time and to a satisfactory degree.	
INSTRUCTOR PLEDGES TO	**INSTRUCTOR SIGNATURES**
○ Assign the student an A if the pledge is met ○ Assign the student an A- if she or he frequently and actively participates, completes all the reading, completes all assignments on time and to a satisfactory degree, but misses two class periods (and no more than two class periods) without approval. ○ Assign the student a B+ if she or he misses no more than two class sessions without approval, frequently and actively participates, completes all the reading, but turns in one assignment that is either late or of an unsatisfactory quality. ○ Assign the student a B if she or he misses no more than two class sessions without approval, frequently and actively participates, completes all the reading, but turns in more than one assignment that is either late or of an unsatisfactory quality. ○ Assign the student a B- if she or he misses more than two class sessions without approval, does not frequently and actively participate, does not complete all the reading, **OR** does not complete all the assignments.	

A-

STUDENT PLEDGES TO	**STUDENT SIGNATURE**
○ Miss no more than two class sessions, without approval. ○ Frequently and actively participate. ○ Complete all the reading. ○ Complete all assignments on time and to a satisfactory degree.	
INSTRUCTOR PLEDGES TO	**INSTRUCTOR SIGNATURES**
○ Assign the student an A- if the pledge is met ○ Assign the student a B+ if she or he misses no more than two class sessions without approval, frequently and actively participates, completes all the reading, but turns in one assignment that is either late or of an unsatisfactory quality. ○ Assign the student a B if she or he misses no more than two class sessions without approval, frequently and actively participates, completes all the reading, but turns in more than one assignment that is either late or of an unsatisfactory quality. ○ Assign the student a B- if she or he misses more than two class sessions without approval, does not frequently and actively participate, does not complete all the reading, **OR** does not complete all the assignments.	

B+

STUDENT PLEDGES TO	**STUDENT SIGNATURE**
○ Miss no more than two class sessions, without approval. ○ Frequently and actively participate. ○ Complete all the reading. ○ Complete all but one assignment on time and to a satisfactory degree.	
INSTRUCTOR PLEDGES TO	**INSTRUCTOR SIGNATURES**
○ Assign the student a B+ if the pledge is met ○ Assign the student a B if she or he misses no more than two class sessions without approval, frequently and actively participates, completes all the reading, but turns in more than one assignment that is either late or of an unsatisfactory ○ Assign the student a B- if she or he misses more than two class sessions without approval, does not frequently and actively participate, does not complete all the reading, **OR** does not complete all the assignments.	

B

STUDENT PLEDGES TO	**STUDENT SIGNATURE**
○ Miss no more than two class sessions, without approval. ○ Frequently and actively participate. ○ Complete all the reading. ○ Complete all assignments.	
INSTRUCTOR PLEDGES TO	**INSTRUCTOR SIGNATURES**
○ Assign the student a B if the pledge is met ○ Assign the student a B- if she or he misses more than two class sessions without approval, does not frequently and actively participate, does not complete all the reading, **OR** does not complete all the assignments.	